



2014-15 Differentiated Pay Plan Submission Template

In June 2013, the State Board of Education passed a revised set of guidelines pursuant to Tenn. Code Ann. §49-3-306(h), which requires districts to create and implement differentiated pay plans. The intent of the differentiated pay plans is to give local control to districts in regard to salary schedule, and to create another lever for districts to attract and retain teachers based on a flexible set of potential criteria. A complete copy of the policy can be found [here](#).

Structure of this Document

The document includes two required sections where districts will describe their proposed 2014-15 differentiated pay plans and salary schedules. An optional section is also included on stakeholder engagement and eligibility. Finally, districts that choose to propose an [alternative salary schedule](#) as their differentiated pay plan, or part of their plan, will need to complete a short [addendum](#). A list of the common differentiated pay terms used throughout this document can be found in [Appendix A](#).

Timeline

The department has created a flexible timeline for differentiated pay plan submission to better meet the various deadlines of each district's local school board and budget processes. The table below outlines this timeline:

General Differentiated Pay Plan Submission Timeline	
Prior to submission	Local school boards are informed of and/or approve differentiated pay plans that will be submitted to TDOE
Jan. 2, 2014	TDOE begins accepting differentiated pay plan submissions
Ongoing	Districts submit differentiated pay plans to TDOE
Three weeks after date of submission	TDOE communicates approval decision to school districts
Following TDOE approval notification but no later than June 30, 2014	Local school boards approve final differentiated pay plans and any associated budget items

I. Description of Differentiated Elements (Required Section)

Directions: For each element of the district's differentiated pay plan, use the table below to provide a description of how the district will differentiate pay. The plan must include **at least one** of the elements listed below in the left-hand column, in addition to education and experience.

Many plans may include a combination of several elements; therefore, please add rows or repeat differentiated elements as needed. For example, the plan may include two different types of additional instructional roles. Also, please feel free to delete from the table or leave blank any differentiated elements that will not be used in your plan.

[Appendix B](#) of this document contains an example of each type of differentiated element. Please review that example prior to completing the table below.

Differentiated Element	Description	Compensation Type and Size	Reach	Estimated Cost	Estimated Salary Expenditures
	<p><i>Describe how the district will differentiate for this element.</i></p> <p><i>Include the criteria for receiving the award.</i></p>	<p><i>Will the compensation be given as a bonus or a base pay increase?</i></p> <p><i>How much will qualifying teachers receive?</i></p>	<p><i>Eligibility: How many teachers are eligible for this type of compensation?</i></p> <p><i>Forecasted participation: How many teachers do you estimate will receive the award?</i></p>	<p><i>How much does the district estimate it will pay out for this differentiated pay element?</i></p>	<p><i>What percentage of salary expenditures (excluding benefit costs) does this element cover?</i></p>
Hard-to-Staff (School, Subject, or Placement)	-7-12 Math Teacher – Hard to staff supplement linked to specific performance indicators (Proposed for the 2015-2016 SY)	The supplement would likely be paid in a bonus format beginning at \$2,500 for the highest composite teacher effectiveness level and decreasing in increments down to the at expectations level. No bonus for below expectation levels.	<p>-Approximately 25 could be eligible</p> <p>-It is projected between 18-20 would qualify to receive the award</p>	\$40,000	Less than 1%
Performance	-LCS will not pay for performance at this point for reasons mostly associated with funding.				

Additional Instructional Roles or Responsibilities	Additional Instructional Roles (full time): Instructional Coach Curriculum Coordinator Additional Responsibilities (part time): Instructional Mentor Extra Classes	Instructional Coach: – Base Salary Increase Instructional Mentors: – Bonus Curriculum Coordinator – Base Salary Increase Extra Classes – Bonus	25 Employees are eligible for this type of compensation.	\$150,000	Approx. 1%
Education	Lauderdale County Schools has a compensation tract for 5 levels of degree attainment; Bachelors, Masters, Masters +30, Ed. Specialist, and Doctorate	All certified employees will be placed in a salary lane for level of education; increasing salary for each level reached	All certified employees (374) are eligible for this benefit	The approx. avg. increase from one level of degree to another is \$2,500 per qualifying employee.	2%
Experience	LCS pays certified employees a step increase for up to 21 years of experience.	All certified employees receive a step increase for years of experience up to 21.	All certified employees (374) are eligible for this benefit	The approx. avg. per step increase is \$600 per qualifying employee.	2%
Other					

II. Salary Schedule (Required Section) Please include below or attach a copy of the district's proposed 2014-15 salary schedule.

LAUDERDALE COUNTY SCHOOLS
CERTIFIED SALARY SCHEDULE - 2014-2015

YEARS	BACHELORS	MASTERS	MASTERS +30	ED. SPECIALIST	DOCTORATE
0	34,359	37,105	39,448	40,492	43,022
1	35,497	38,249	40,607	41,654	44,120
2	35,592	38,349	40,712	41,759	44,225
3	35,787	38,545	40,905	41,970	44,437
4	36,155	39,003	41,339	42,421	45,217
5	37,037	39,934	42,292	43,309	46,157
6	37,711	40,643	43,028	44,058	47,480
7	38,334	41,316	43,672	44,763	48,474
8	38,889	41,951	44,299	46,043	49,874
9	39,509	42,655	45,195	47,025	50,930
10	40,004	43,127	45,513	47,223	51,132
11	40,745	43,898	46,459	48,301	52,292
12	41,243	44,399	46,786	48,514	52,522
13	41,854	45,070	47,623	49,518	53,624
14	42,356	45,608	47,996	49,730	53,811
15	43,278	46,564	48,954	50,800	54,965
16	43,628	46,924	49,309	50,970	55,145
17	43,899	47,230	49,836	51,849	56,112
18	44,114	47,445	49,881	51,869	56,132
19	44,400	47,925	50,709	52,754	57,126
20	44,970	48,405	50,934	52,829	57,206
21	45,470	48,905	51,434	53,329	57,706

III. Eligibility and Stakeholder Engagement (Optional Section)

1. Provide a list of eligibility rules (i.e., attendance requirements, retirement or transfer policies, etc.) for the differentiated pay plan elements or additional roles/responsibilities outlined in the plan. **No eligibility rules exist in the current pay plan for employees. The district plans to include qualifying conditions within a more comprehensive differentiated pay plan in the future.**
2. Include a description of how the district engaged teachers or other stakeholders in the development of the differentiated pay plan. **The current differentiated pay plan was developed in collaboration with the Lauderdale County Education Association when the district negotiated an employment contract. Since the contract has expired, the district has continued with the previously negotiated pay structure for teachers. For future changes to the plan, the district has already engaged the local school board in work session. The district has also started collecting perceptual data from teachers on potential pay plans for the future. The district also participated in the Strategic Compensation Accelerated Planning Cohort and engaged multiple departments in the development of a draft alternative pay schedule for future use.**

Appendix A: Common Differentiated Pay Definitions

1. Base pay (base salary): An individual's salary excluding any additional compensation in the form of bonuses, stipends, or supplements for additional work or responsibilities.
2. Bonus/stipend: Additional compensation for a pre-defined set of criteria. Bonus and stipend pay are awarded in addition to or "on top of" an individual's base pay. Bonuses/stipends are one-time payments awarded for a specific role, additional responsibility, or achievement of particular criteria. Bonuses and stipends are not a part of base salary and do not become a reoccurring part of an individual's compensation.
3. Traditional salary schedule (or step and lane schedule): A salary schedule that uses years of experience and education levels exclusively to determine educator's increases in base pay. Traditional schedules may follow the same structure as the state minimum salary schedule. Salary schedules that modify the amount of the step increases given for experience or change the structure of the education lanes may still be considered a traditional schedule as long as they meet or exceed the relevant state minimums.
4. Alternative salary schedule¹: A salary schedule that uses some other component, often a performance measure, in addition to or in place of education and experience to determine base pay. A schedule where an educator's evaluation score is used to determine the amount of his or her yearly base pay increase is an example of an alternative salary schedule. Alternative salary schedules are subject to State Board of Education approval.
5. Opt-in/opt-out provision: Individuals are provided with the choice to participate in a program. This provision is most often associated with alternative salary schedules and is not a required provision.

¹ If you are unsure as to whether your plan is a traditional salary schedule or an alternative salary schedule, please contact Laura.Encalade@tn.gov.